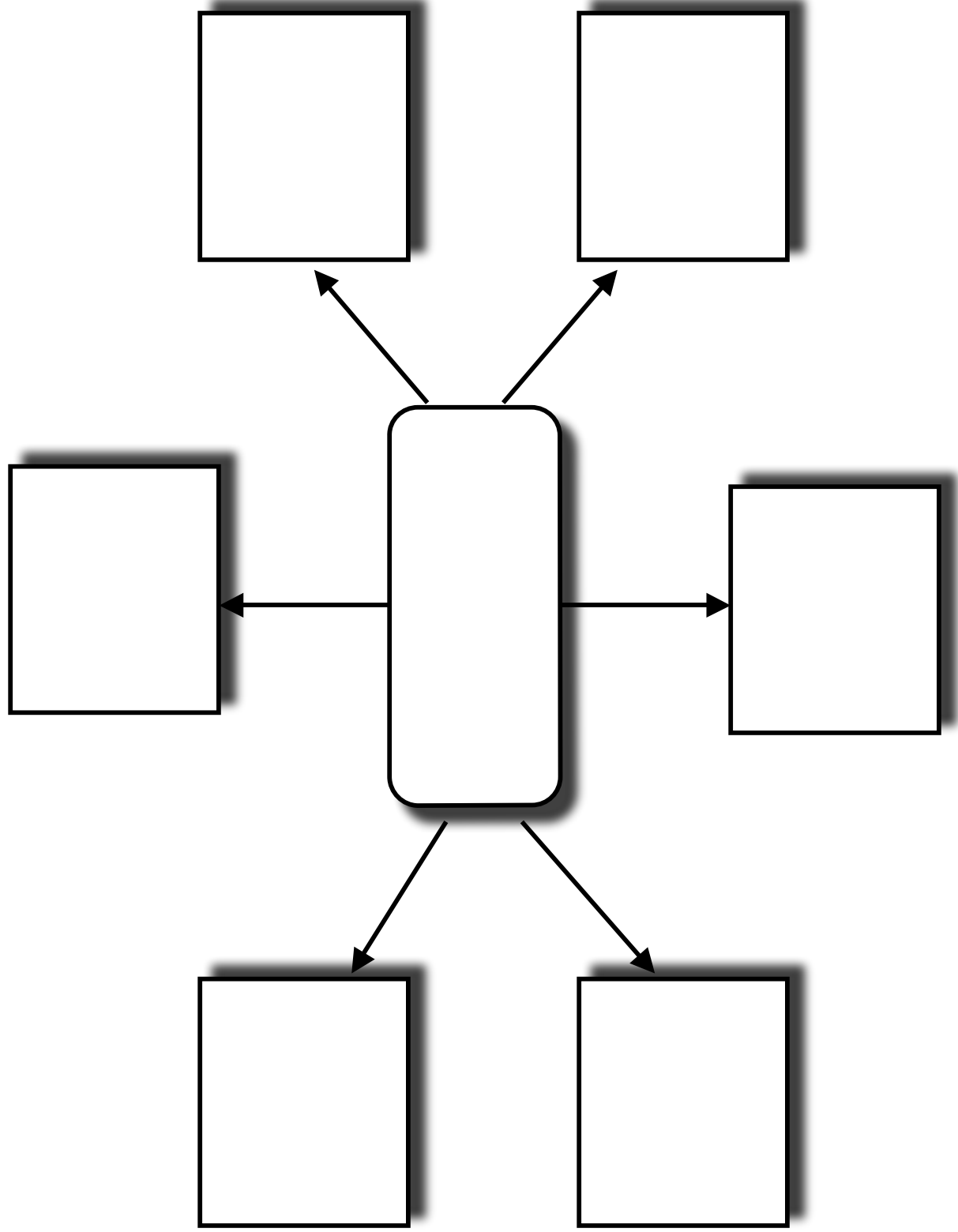


Informational Text Comprehension

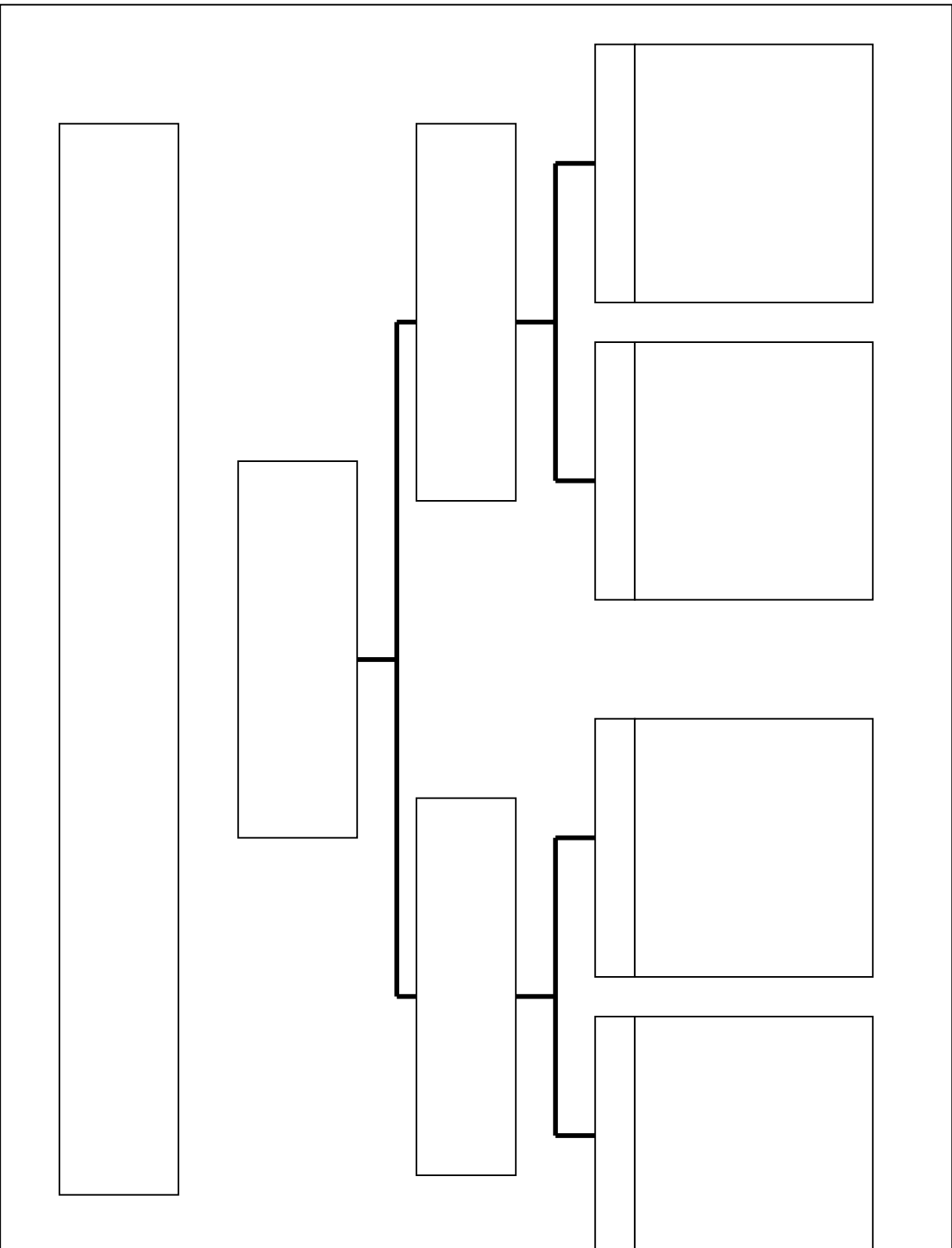
Responding to the Common Core State Standards

Part 2 - Examples

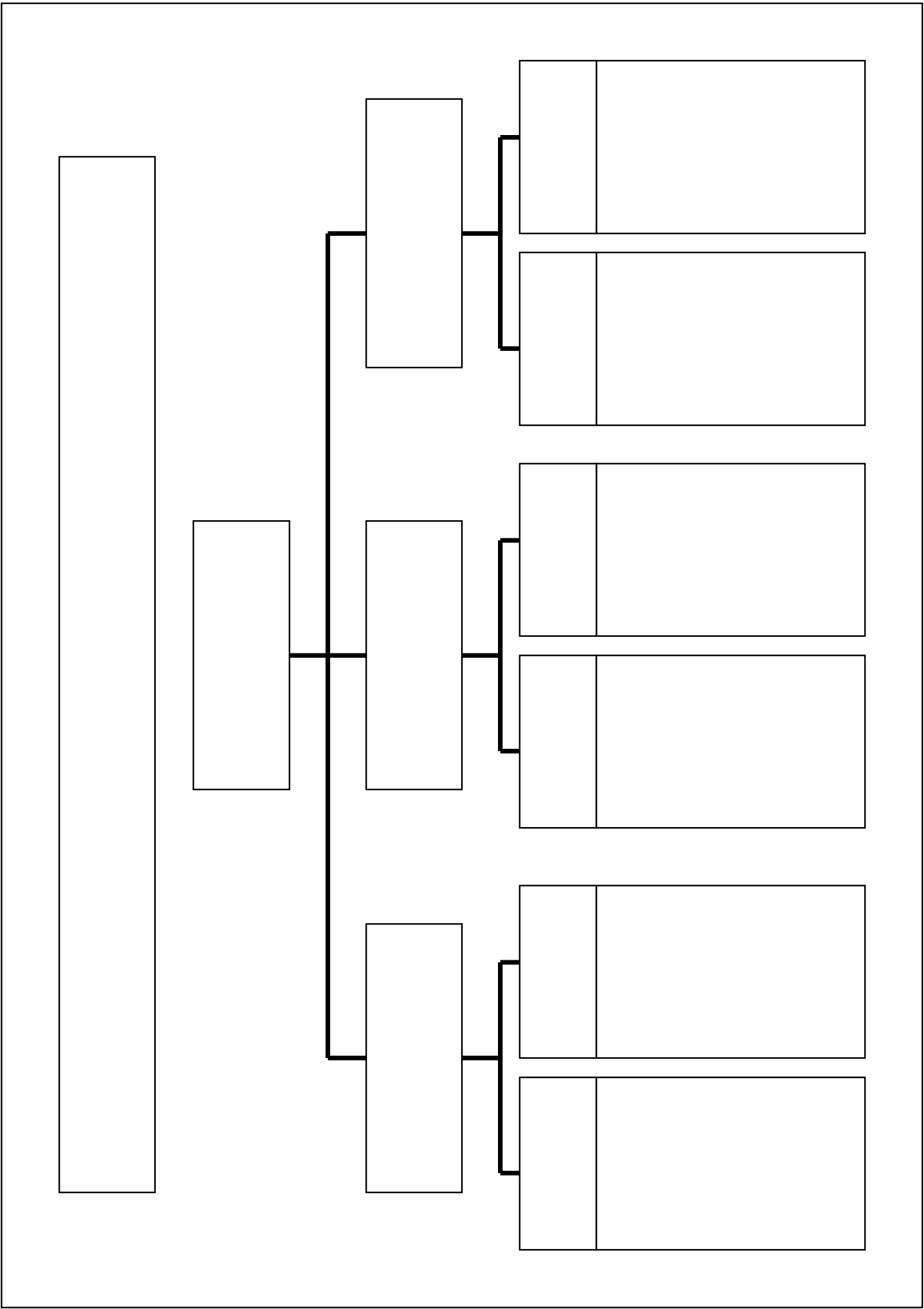
Anita L. Archer, PHD



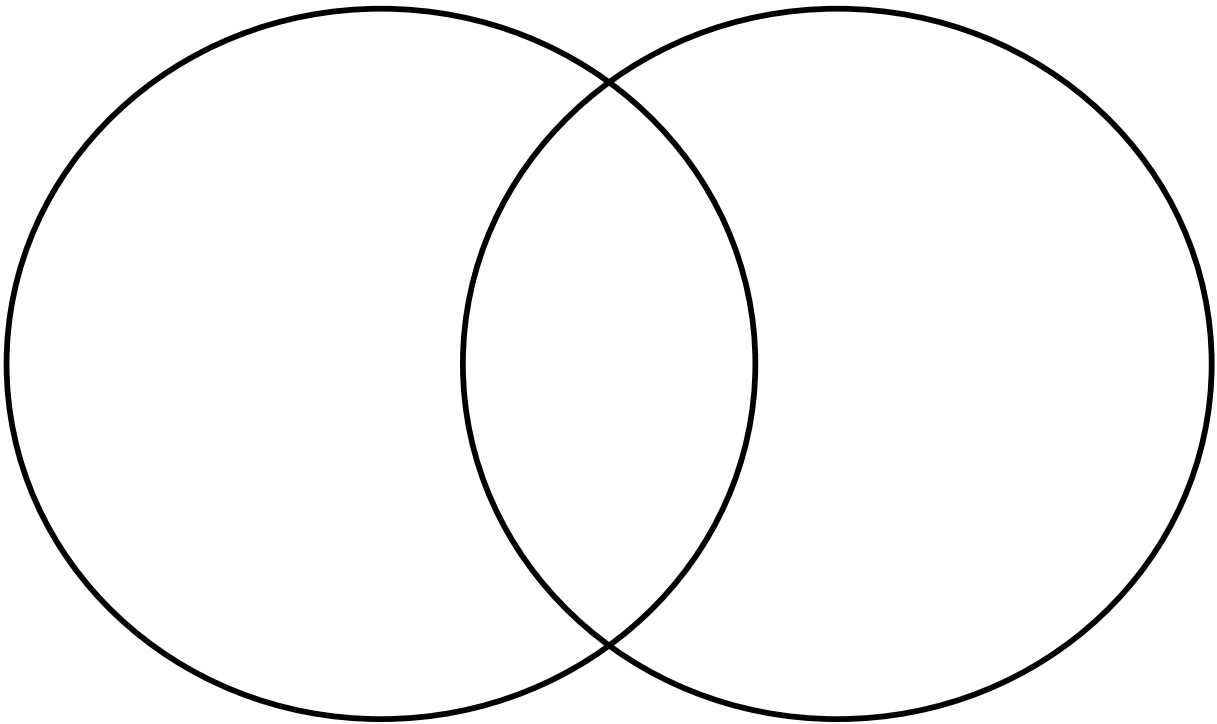
Graphic Organizer 1 - Central Idea



Graphic Organizer 2 – Hierarchy Branching



Graphic Organizer 3—Hierarchy Branching



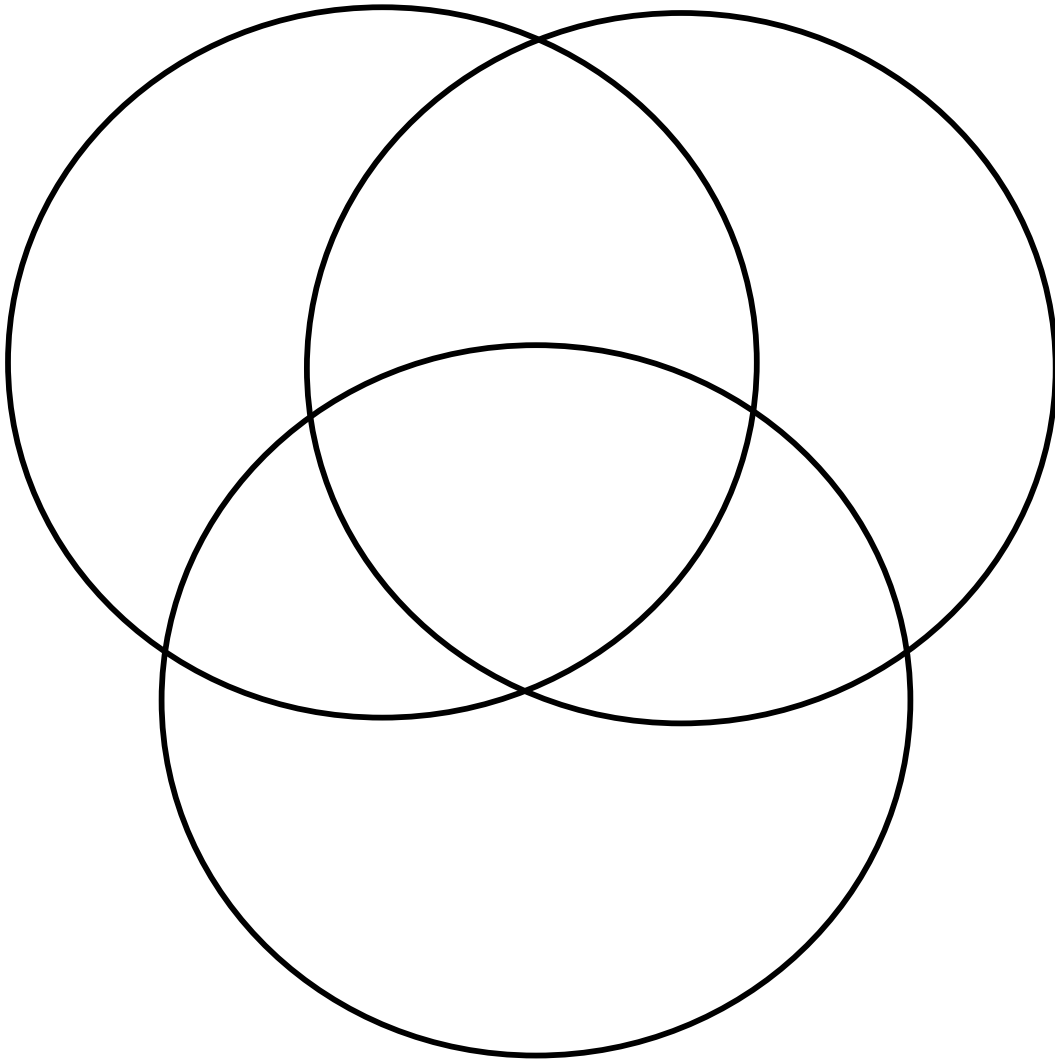
Graphic Organizer 4
Compare – Contrast

COMPARE
AND
CONTRAST

1		2

Graphic Organizer 6

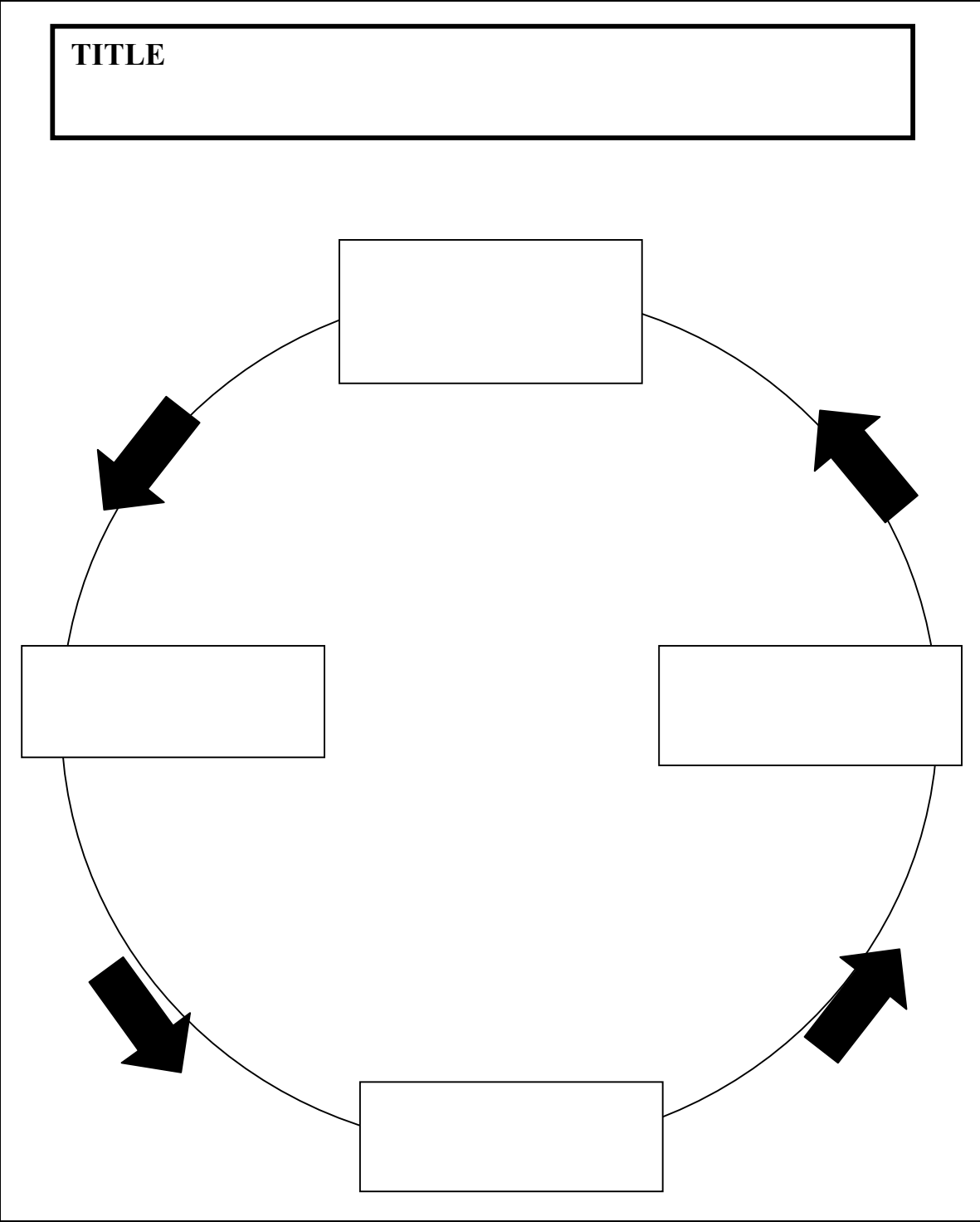
Compare - Contrast



Graphic Organizer 7
Compare - Contrast

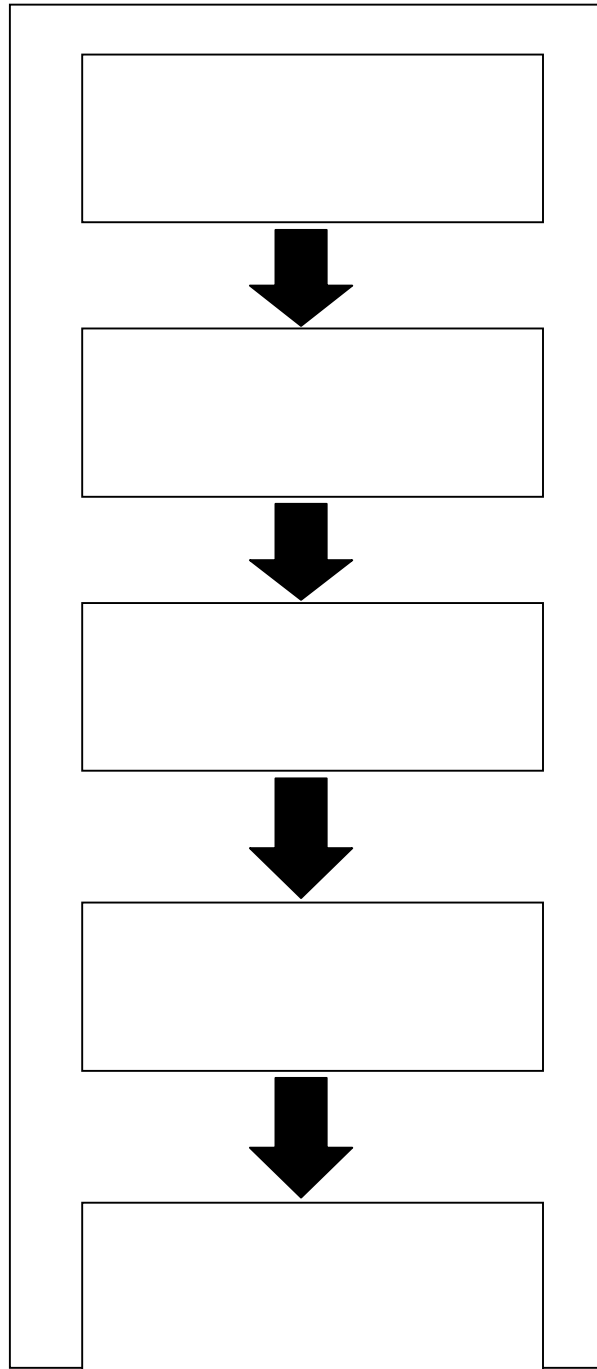
Graphic Organizer 8
Compare - Contrast

Graphic Organizer 9
Compare - Contrast



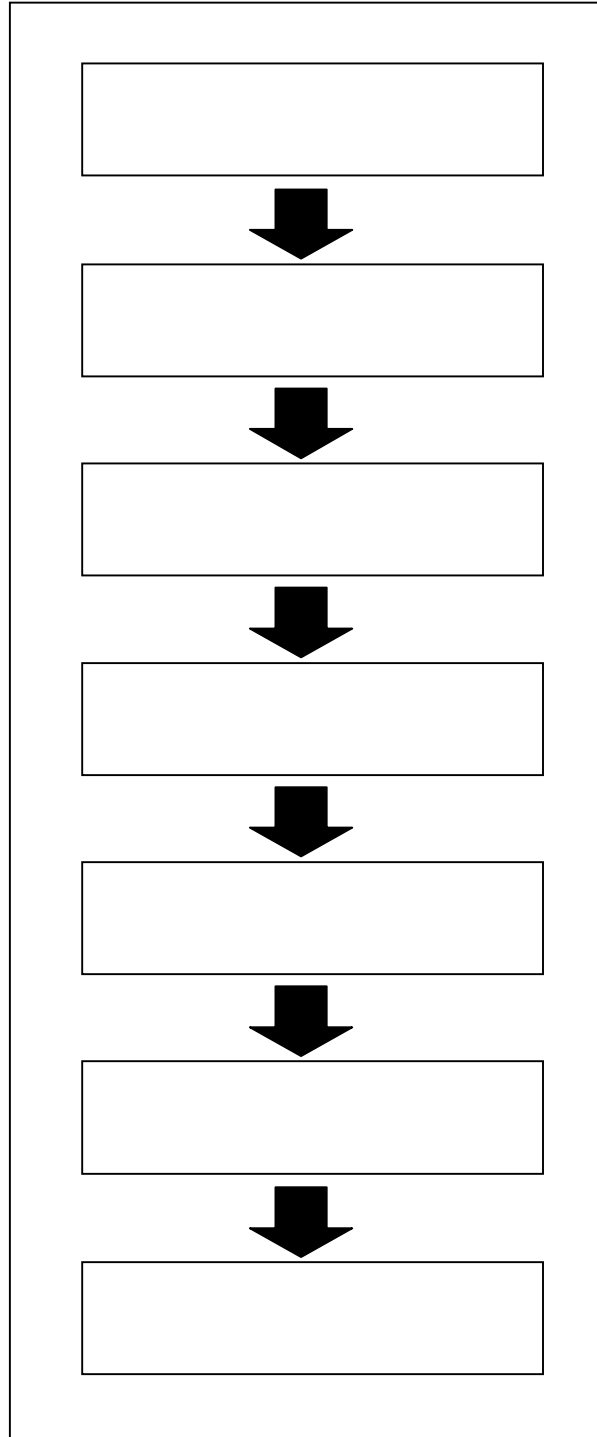
Graphic Organizer 10
Flow Chart

TOPIC: _____



Graphic Organizer 11 – Flow Chart

TOPIC: _____



Graphic Organizer 12 – Flow Chart

Compare/Contrast Think Sheet

Subject: _____

SAME

Groups

Categories	St. Bernard	Newfoundland
Use	Rescue	Rescue
Height	Full grown males same	Full grown males same
Type of Fur	Smooth dense that protects from cold	Smooth dense that protects from cold

DIFFERENT

Groups

Categories		
Weight	155 – 170 pounds	140 – 150 pounds
Place of Origin	Swiss Alps	Newfoundland
Different Clients	Climbers and skiers	People in Atlantic Ocean

Example #9 continued

The Saint Bernard and the Newfoundland are the same in several ways. Both dogs are large rescue dogs. The full grown males are about the same height. Both dogs have smooth dense fur that protects them from the cold while they are rescuing people.

Although the two dogs are similar, they also have differences. The Saint Bernard is much heavier, weighing 155 to 170 pounds. The lighter Newfoundland weights 140 to 150 pounds. The dogs originated in different places, so the types of rescues they perform are different. The Saint Bernard originated in the Swiss Alps and rescues climbers and skiers from the snow. The Newfoundland rescues people form the Atlantic Ocean. Both dogs perform important services for mankind.

Reference

Stephanie Gray and Catharine Keech. *Writing from Given Information: Classroom Research Study No. 3*. 1980. Bay Area Writing Project. Berkeley, CA: University of California.

Example #9 continued - Compare/Contrast Think Sheet

Compare/Contrast Think Sheet

Subject:_____

[illegible][illegible]

Argument - Rubric

Author _____ Essay Topic _____

Question	Student or Partner Rating	Teacher Rating
INTRODUCTION 1. Does the introduction grab the reader's attention ? 2. Does the introduction tell the topic of the essay? 3. Does the introduction state the author's claim (thesis statement) on the topic? 4. Does the introduction preview two or more convincing reasons for the claim?	Yes No Yes No Yes No Yes No	Yes No Yes No Yes No Yes No
BODY 5. Does the body include at least three major reasons that support the author's position? 6. Does the author elaborate on and explain each of the major reasons using logical arguments, evidence and examples? 7. Did the author acknowledge and respond to the opposing side's view (counterarguments)? 8. Are the paragraphs well-organized and easy to understand ? 9. Are transition words and phrases used to connect ideas within and between paragraphs?	Yes No Yes No Yes No Yes No Yes No	Yes No Yes No Yes No Yes No Yes No
CONCLUSION 10. Does the conclusion a) summarize the author's claim and reasons , b) call for action , or c) state what will happen if no action is taken ? 11. Does the essay have a definite conclusion that wraps up the essay?	Yes No Yes No	Yes No Yes No
CONVENTIONS 11. Did the author correctly spell words? • Did the author use correct capitalization ? • Did the author use correct punctuation ?	Yes No Yes No Yes No	Yes No Yes No Yes No
CONTENT • Did the essay hold the reader's attention from beginning to end? • Is the essay clear and easy to understand ? • Did the author stay focused on the same position throughout the paper?	Yes No Yes No Yes No	Yes No Yes No Yes No

Prompt: *In order to fight the rise of violence and use of drugs in schools, some faculties have implemented random searches of backpacks, book bags, lockers, and/or desks for*

weapons and drugs. Do you agree with these random searches or do you disagree? Write a letter to the faculty members at a school stating your opinion and justification for that opinion. Begin the letter with these words: Dear Faculty Members.

Dear Faculty Members,

How would you like a stranger to forge through YOUR purse, your computer bag, or your bedroom drawers? Would you not feel violated? That is exactly how I feel when teachers and administrators search my backpack and locker with NO notification. While I understand the danger of illegal drugs and weapons on campus, I am more afraid of the consequences that these searches cause. I know these policies come from a real concern for the safety and quality of our school campus, but I think that they will cause more problems than solutions. Random searches threaten personal privacy and erode a student's trust in the faculty without solving the heart of the issue.

Random searches through a student's book bag, locker, or desk are a clear invasion of personal privacy. Our desks, book bags, and lockers are essentially our home away from home. Thus, they contain very personal items that are part of our non-academic life such as diaries, notes from boy or girl friends, pictures from non-school events, cosmetics, and dental retainers. We had no intent that anyone would ever see or touch these items, but now a teacher or security guard is holding it up for all to see. Do you realize how embarrassing this would be to a shy, sensitive student?

Not only do these searches overstep boundaries of a person's private space, they break down valuable trust between students and teachers, the heart of that relationship. In order for a student to learn, they need to be comfortable with their teachers. If students are always worried about whether or not their teachers will look through their book bags or lockers, they will be too anxious to learn. School faculty will become intimidating figures that students don't trust. Education is supposed to help students grow up, not bring them down and make them feel vulnerable. Random searches would dramatically change the environment of a school from academic to suspicious.

Finally, searches will not solve the problem on a permanent basis. There's no doubt that widespread random searches will uncover some illegal weapons or drugs in the beginning, but that doesn't mean that it is actually effective in the long run. Rather it will force offending students to be sneakier. Making more rules doesn't get to the root of the problem, but makes problems become more concealed. If students have drugs, they will just find different places to hide them. Even though these search efforts are well intentioned, they do little to solve the problem of illegal drugs and weapons in the school and may actually punish the innocent. For example, what if a nail file is found in a girl's locker and the security guards consider it a weapon? Would her future be jeopardized over a little manicure tool? What if a boy has Tylenol in his backpack because of a sprained ankle? These searches could punish the innocent while the guilty think of new and sneakier ways to hide their contraband.

Instead of random backpack searches, maybe schools could offer alternate solutions like counseling or advertising for anonymous help-lines. If students are using drugs or feel the need for weapons, they obviously need real help. Schools should point troubled kids to safe solutions instead of quick punishment. This way the students that aren't doing anything wrong won't be treated like criminals and schools can keep their focus on academics and education.

Argument

Topic: <i>random searches</i>	Task: ✓ letter ___ essay ___ other
Audience: <i>faculty members</i>	Type of preparation: ✓ think OR _____ collect evidence
Purpose: Convince ___ Pro ✓ Con	

Introduction

GRAB

Claim (Thesis Statement) : *Random searches of desks, lockers, and backpacks should be forbidden.*

Reason A.

Invades personal privacy

Reason B.

Destroys trust between students and faculty

Reason C.

Doesn't solve problem

Body A. Explain

1- *desks, book bags,*

lockers are students'

"home"

- *contain personal items*

- *diaries*

- *notes*

2 - *pictures*

- *retainers*

- *don't want people to see*

3 - *don't want people to*

touch

4 - *embarrassing*

Body B. Explain

1- *not comfortable with teachers*

3- *faculty intimidating*

2 - *students worried about searches*

4 - *feel vulnerable*

5 - *changes school*

environment

Body C. Explain

1- *bad students sneakier*

2- *hide drugs in new places*

3 - *may punish innocent*

4 - *example - nail file*

5 - *example - Tylenol*

Conclusion

WRAP

Argument – Essay to convince

Topic: _____ Audience: _____ Purpose: Convince __Pro __Con	Task: __ letter __ essay __ other Type of preparation: __think OR __collect evidence
--	--

Introduction

GRAB

Claim (Thesis Statement):

Reason A.

Reason B.

Reason C.

Body A. Explain

Body B. Explain

Body C. Explain

Conclusion
WRAP

Documents of Interest

- Academic literacy instruction for adolescents: A guidance document from the Center on Instruction (2007)
- Adolescent literacy: A position statement. International Reading Association (1999).
- Adolescent literacy and the achievement gap: What do we know and where do we go from here? Carnegie Corporation of New York (2003).
- Adolescent literacy resources: Linking research and practice. Northeast and Islands Regional Educational Laboratory at Brown University (2002).
- Adolescents and literacy: Reading for the 21st century. Alliance for Excellent Education (2003).
- Adolescent Literacy Walk-through for principals. Center for Instruction (2009).
- Effective literacy instruction for adolescents. National Reading Conference (2001).
- From State Policy to Classroom Practice: Improving Literacy Instruction for All Students. National Association of State Boards of Education (2007)
- Improving adolescent literacy: Effective classroom and intervention practices. IES Practice Guide. (2008)
- Reading at risk: How states can respond to the crisis in adolescent literacy. National Association of State Boards of Education (2005).
- Reading for understanding: Toward a research and development program in reading comprehension. RAND Corporation (2002).
- Reading next: A vision for action and research in middle and high school literacy. Alliance for Excellent Education (2006).
- Reading to achieve: A governor's guide to adolescent literacy. National Governors Association Center for Best Practices (2005).
- Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Report of the National Reading Panel. National Institute of Child Health and Human Development (2000).
- Ten years of research on adolescent literacy: 1994–2004: A review. Learning Point Associates (2005).
- What should comprehension instruction be the instruction of? Handbook of reading research. Mahwah, NJ: Erlbaum (2000).
- What Content-Area Teachers Should Know About Adolescent Literacy. National Institute for Literacy (2007)